



THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



LEARNING TOGETHER
IN FAITH & JOY

Class 4 Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Partnership with parents/families	<p>Parents information morning</p> <p>Macmillan coffee morning</p> <p>New starter open morning</p> <p>Parents evening – settling in and next steps</p> <p>Walk to school activities</p> <p>Celebration assembly in Church</p>	<p>Individual and family photographs</p> <p>Parent view</p> <p>Open afternoon to look at work</p> <p>Christmas events</p> <p>Walk to school activities – singing Santa stroll</p> <p>Celebration assembly in Church</p>	<p>Reading parent workshop</p> <p>Parent evening – progress and attainment</p> <p>Celebration assembly in Church</p>	<p>Maths parent workshop</p> <p>Parent view</p> <p>Celebration assembly in Church</p>	<p>Class photographs</p> <p>Celebration assembly in Church</p>	<p>End of year reports to families</p> <p>Celebration assembly in Church</p>
Topic	Romans - who was the most successful Roman leader?	Italy - would you prefer to live in Italy or the UK?	History - Anglo Saxons. Why do we speak English today?	Geography - why are some earthquakes more dangerous than others?	History- Ancient Greece A study of Greek life and achievements and	Geography - How does physical Geography impact where people live?

<p>Writing including book focus</p>	<p>Text- The Ice Palace- Writing a narrative Text- Escape from Pompeii- First newspaper reports and then writing a narrative about the volcanic eruption in Pompeii.</p>	<p>Text- varied extracts from comprehension Persuasive writing- Writing a persuasive letter including rhetorical questions and reasoned arguments. Text- The Firework Maker's Daughter -Writing a narrative with a focus on using descriptive vocabulary and varied sentence structures to build tension. Text- The Firework Maker's Daughter -Non-chronological reports Text- The Snowman video. -Writing a narrative poem</p>	<p>Text- Krindlekrax. Explanatory writing Character descriptions Poetry Lighthouse video Extended narrative</p>	<p>Text- The Boy who Grew Dragons. Dragon leaflets Newspapers Play scripts</p>	<p>Text- letters comprehension Letters of complaint Text- Why the Whales Came. Diary Narrative Performance poetry</p>	<p>Text- Why the Whales Came -non chronological report Text- Alma Slow writing Text- Voices in the Park -narrative Text-varied extracts from comprehension -Informal letters to new teacher</p>
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		with a focus on repetition, rhyme and examples of figurative language.				
Maths	-Number: Place Value -Number: Addition and subtraction -Measurement: Length and Perimeter	-Number: Multiplication and division -Measurement: Area. Consolidation of all of the concepts learnt so far in Maths.	-Number: Multiplication and division -Number: Fractions Consolidation of all of these concepts.	-Number: Fractions -Number: Decimals Consolidation of all of these concepts.	Number: Decimals Measurement: Money Measurement: Time	Statistics Geometry: Properties of shape Geometry: Position and direction Consolidation of all of the concepts learnt in the summer term.
Science	States of matter	Sound	Electricity		The Human Body – digestive teeth, system and health	Animals – habitats
Physical Education	Real PE Unit 1 – Coordination floor movement/Static balance: leg standing Personal	Real PE Unit 2 – Dynamic Balance to agility/Static balance: seated Social	Real PE Unit 3 – Dynamic Balance/Coordination: ball skills Cognitive	Real PE Unit 4 – Coordination with equipment/Counter balance in pairs Creative	Real PE Unit 5 – Agility: reaction-response/ Static Balance: Floorwork Physical	Real PE Unit 6 – Static Balance: Floorwork/Agility: Ball Chasing Health and Fitness
Dance and Gym	iMoves – Romans	Gym – Unit 1 Cognitive	iMoves – Natural Disasters (Team Activ Planning)	Gym – Unit 2 Creative	Athletics iMoves – Greeks (link with class production)	Athletics

Religious Education	<p>Understanding Christianity. Creation and Fall. What do Christians learn from the creation story?</p>	<p>Discovery RE. Christianity What is the most significant part of the Nativity story for Christians?</p>	<p>Discovery RE. Judaism Y4 - Passover How important is it for Jewish people to do as God has asked?</p>	<p>Discovery RE. Judaism – Rites of passage. What is a good was for a Jew to shoe commitment to God? P.27 -30.</p>	<p>Understanding Christianity. What kind of world did Jesus want?</p>	<p>Understanding Christianity. What is it like to follow God?</p>
PHSE	<p>Health and wellbeing – balanced lifestyles balanced diet</p> <p>Relationships – Empathy Friendships/families</p> <p>Living in the wider world – topical issues Rules and laws</p>	<p>Health and wellbeing – media Achievements/goals</p> <p>Relationships – behaviour and consequences Secrets and surprises</p> <p>Living in the wider world –human rights behaviour</p>	<p>Health and wellbeing – emotions and feelings Change and loss</p> <p>Relationships – listening to viewpoints Working collaboratively</p> <p>Living in the wider world – Duties and rights Resolving difference</p>	<p>Health and wellbeing – danger and safety Hygiene</p> <p>Relationships – conflict, negotiation and compromise</p> <p>Living in the wider world – Budgeting Interest and debt</p>	<p>Health and wellbeing – habits Drugs</p> <p>Relationships – Equality, similarities and differences Discrimination</p> <p>Living in the wider world – Communities and diversity Sustainability</p>	<p>Health and wellbeing – Safety roads and water/fire e-safety asking for help</p> <p>Relationships – Challenges Stereotypes</p> <p>Living in the wider world – Enterprise Social media</p>
RSHE			<p>Yasmin and Tom</p> <ul style="list-style-type: none"> • Contribute to small group discussions. • Identify one person I can talk with about growing up. <p>Identify something that will make us feel safe to discuss our bodies and</p>	<p>My personal and private body parts and keeping safe</p> <ul style="list-style-type: none"> • Label the personal and private parts of bodies. • Explain the difference between safe and unsafe touches. 	<p>Is it risky?</p> <ul style="list-style-type: none"> • Know what risky means and that some risks are good and for others I need to think carefully. • Beginning to understand how to take steps to assess risk and keep myself 	<p>People who can help us on and off line</p> <ul style="list-style-type: none"> • Identify someone I can ask for help if I need it. • Explain what the CEOP reporting symbol means.

			relationships.	<ul style="list-style-type: none"> • Know that no one has the right to touch us in a way that feels unsafe not even someone in our family. 	<p>safe.</p> <ul style="list-style-type: none"> • Say no to things I don't want to do. • Use 'Stop Think Go' to help me know what my options are if I start to feel unsafe. 	
Geography (Field work activities in bold)	--	Would you prefer to live in Italy or the UK?	--	Earthquakes - Why are some earthquakes more dangerous than others?	--	How does physical geography impact where people live?
History (Historical figures studies)	The Romans	--	Anglo Saxons	--	Greeks	
Art and Design Technology (Artists and designers studied)	Multicultural printing	Moving books	People in action	Light it up electrical	Sculpture	Net packaging
French	Portraits- describing in French	Clothes-getting dressed in French	French numbers, calendars and birthdays.	French weather and the water cycle.	French food- miam, miam!	French and the Eurovision Song Contest.
Computing (E-safety)	We are software developers – Adapted to coding from NTTE	Firework research – present on word doc – use text box, pictures, underline, bold, font We are Toy designers	We are Musicians – garage band	We are HTML editors – understand what its is – how to copy it and include it in their work (include in explanatory text)	We are Co-Authors	We are Meteorologists
Music	Body and tuned percussion (Theme: Rainforests).	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers).	Haiku, music and performance (Theme: Hanami).	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans).

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